

1965 SEPTEMBER 1965						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1965 OCTOBER 1965						
S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1965 NOVEMBER 1965						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1965 DECEMBER 1965						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1966 JANUARY 1966						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1966 FEBRUARY 1966						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

1966 MARCH 1966						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1966 APRIL 1966						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1966 MAY 1966						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1966 JUNE 1966						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		



1965/1966 ANNUAL REPORT

GALLAUDET COLLEGE



1965/1966

ANNUAL
REPORT

GALLAUDET COLLEGE

BOARD OF DIRECTORS

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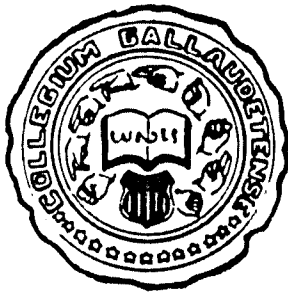
Hon. Hugh L. Carey
U.S. House of Representatives
New York

Francis Keppel
Representative of the Secretary, Department
of Health, Education and Welfare

PURPOSE

Gallaudet College was founded in 1864 to provide a liberal higher education for deaf persons who need special facilities to compensate for their loss of hearing. The primary purpose of the College is to afford its students the intellectual and spiritual development that can be acquired through a study of the liberal arts and sciences. The College intends to produce men and women who have the power of sound independent judgement, and who are well informed about the world around them, about their civilization and its achievements, and about themselves as human beings. This purpose is served most strongly through required courses in general education, though it is intended to pervade all the work of the College.

In addition to his general studies, the student is encouraged to concentrate in a field that is consonant with his interest and that may lead either to a career or to graduate school. As a secondary purpose, then, Gallaudet seeks the occupational welfare of its students, but it maintains that this purpose is best served by training a mind and a character that will succeed in a variety of careers.



**GALLAUDET
COLLEGE
ANNUAL
REPORT
1965 - 1966**

GALLAUDET COLLEGE

ANNUAL REPORT—1965-1966

Leonard M. Elstad, President

Four phrases characterize the 1965-66 academic year at Gallaudet College: rapid growth, increased effort, improvement at many points, and planning for the greater future. From the opening of the International Games for the Deaf on June 27, 1965, to President Lyndon B. Johnson's surprise appearance at the Commencement exercises on June 13, 1966, the Gallaudet College campus witnessed a succession of events which made the year a notable one.

Of crucial importance to the continued growth and improvement of Gallaudet College was the completion of two splendid new dormitories, one for men and one for women, in time for use at the beginning of the 1965-66 academic year. These beautiful, air-conditioned buildings, Krug Hall and Cogswell Hall, accommodate 188 and 166 students, respectively. The attractiveness of their architectural design was attested by an award from the Washington Building Congress at their annual dinner, October 11.

The 1965-66 academic year marked the initiation of a two-year graduate program leading to the master's degree in elementary education (with majors in English, mathematics, science, social studies, physical education and school librarianship), and in audiology and speech pathology. A unique feature of these programs is that they are designed to bring to those preparing to teach the deaf a solid background in audiology and other clinical fields related to the education of the deaf, and to those preparing in audiology an understanding of the problems of teaching the deaf. Thus, these programs are designed to fill a void which has existed by virtue of insufficient interaction between educators of the deaf and those in clinical fields related to the deaf.

Another significant development of the year was the initiation of a formal program of long-range planning designed to result in a master plan for Gallaudet College for the period 1968-1978. The Vice President for

Long Range Planning, appointed in August, 1965, led in carrying out the following steps in a long-range planning process during the year: analysis of factors bearing on long-range planning, development of enrollment projections to be used as a basis for planning, study of the College's use of instructional space, development of tentative requirements for the long-range plan, and the first stages of the development of long-range plans for curriculum. The present time-table calls for completion of the tentative plan in broad outline by March of 1967, and completion of the finished master plan by January of 1968.

The Gallaudet Press issued its first two major publications during the year: *Dictionary-American Sign Language* by Stokoe, Casterline and Croneberg, and *International Directory of Schools and Organizations for the Deaf* by Schein and Doctor.

The 10th International Games for the

Deaf, June 27-July 3, 1965, brought to the Gallaudet campus some 725 deaf athletes from 27 nations. It was the first time this event, which dates back to 1924, had been held in the New World. The dividends in international understanding among the deaf, in world-wide recognition of the unique professional opportunities the deaf enjoy in the United States, and in the esteem in which Gallaudet College is held among the deaf in other lands, will accrue for the many years.

A surprise visit to the commencement exercises on June 13 by the President of the United States, Lyndon B. Johnson, made that occasion the high point of the year. He delivered a short but stirring address in which he gave strong support to the education of the deaf. The College awarded an honorary degree to the Honorable John E. Fogarty, Congressman from Rhode Island, who delivered the commencement address.

THE FACULTY

The full-time teaching faculty of the College numbered 94 during 1965-66. Part-time instructors, administrative officers and the faculty and staff of the laboratory schools and the research programs brought the total faculty to 186. In supporting administrative and operational areas the College had 96 additional employees. The distribution of faculty by rank was as follows: professors, 14; associative professors, 25; assistant professors, 32; instructors, 23; other (president, vice-president), 2. Median tenure of the faculty at Gallaudet was 5 years; median age, 37.

Discussions of curriculum among the faculty showed a disposition to preserve its basic pattern while making minor adjustments. Courses were added or dropped to improve existing fields of study. The College

requirement in literature was moved from the freshman to the junior year, when students might be more skilled in handling difficult texts. The Curriculum Committee, noting the increasing importance of data processing to all the natural and social sciences, voted to recommend an interdepartmental offering in computer science when funds should be available.

Noting a lack of certain amenities in its life on the Gallaudet campus, the faculty established a committee to explore the possibilities of a faculty club. Tired of lunching out of paper bags in their offices, crowded out of the Snack Bar, and insufficiently affluent in both time and money to dine regularly in Washington's restaurants, the faculty look forward to their own lounge and dining room on campus.

RESEARCH

Several research programs in areas specifically related to problems of the deaf were in progress during 1965-1966.

A major project in the Hearing and Speech Center was the development and quantification of a vibrotactile conditioning procedure that led to measurement of hearing in deaf and hearing subjects ranging from 2½ years of age to adulthood.

In the area of acoustic and communication research were projects on Perception of Auditory Stimuli by Hearing Impaired, Evaluation of Visual Speech Feedback for Speech Training of the Deaf, and Research on New Principles of Hearing and Design for Sensorineural Deafness.

A major curriculum development project, carried out by the Office of Institutional Research in cooperation with the Department of English, produced a complete set of materials for the preparatory English classes. By

September, 1967, a revised printed version is expected for local use and for such potential users as schools for the deaf and summer institutes for teachers.

During the year ending June 30, 1966, the research activities of the Office of Psychological Research consisted primarily of developing methods and testing procedures for obtaining social, demographic, and educational information on the hearing-impaired population in the United States.

One of the two major approaches developed and tested involved collecting information by means of interviews of a sample of the population and included validation of the results by audiometric examinations. The other major activity was directed toward the establishment of a nation-wide reporting system for collecting pertinent information on each school-age child with impaired hearing.

ADMISSIONS

In 1965, a record number of 556 applicants took the Gallaudet Entrance Examination. Of this total 279 were accepted. This included 160 from state residential schools, 84 from public high schools and day classes, 16 transfers from other colleges, and 19 students from foreign schools.

To further strengthen the bond existing between Gallaudet and the many schools which prepare its students, the Director of Admissions planned an extensive series of

visitations to residential and public schools. In 1965 and 1966 he visited schools in the West, Southwest, and South; and in the ensuing years he plans to visit all residential schools and many public schools systems in the United States and Canada. It is felt that these trips have been very helpful both in providing better information about secondary school facilities and in giving opportunity to clarify College policies.

STUDENTS

Enrollment for the year totalled 823 in the College (including the preparatory year) during the regular session, 139 during the summer session, and 199 in the laboratory schools, for a grand total of 1161. In addition, 166 persons attended summer institutes for teachers of the deaf, in the fields of science, mathematics, reading and librarian-

ship. The entering group of new students (271) in October, 1965, marked a new high, as did the number graduated (112) in June, 1966. The patterns of student continuation and withdrawal, for the last several years, and the distribution of students during 1965-66 by class level, sex, and geographical origin, are given in the following tables.

SUMMARY OF ENROLLMENT—1965-1966

REGULAR SESSION		MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
GRADUATE STUDENTS	Regular Graduate Students.....	17	24	41			
	Auditors.....		1	1			
	TOTAL GRADUATE STUDENTS.....				17	25	42
UNDER-GRADUATE STUDENTS	Seniors.....	54	46	100			
	Juniors.....	58	41	99			
	Sophomores.....	88	44	132			
	Freshmen.....	119	116	235			
	Special Students.....	7	3	10			
	TOTAL UNDERGRADUATE STUDENTS.....				326	250	576
PREPARATORY STUDENTS	Total Preparatory Students.....				103	102	205
	TOTAL IN REGULAR SESSION.....				446	377	823
SUMMER SESSION 1965	Candidates for Master of Science in Education.....	12	24	36			
	Special Graduate Students.....	6	13	19			
	Auditors.....	1	3	4			
	TOTAL IN SUMMER SESSION.....				19	40	59
SUMMER INSTITUTES 1965	NDEA Institute in School Library Service for the Deaf						
	Special Graduate Students.....	4	23	27			
	Summer Institute in Mathematics						
	Special Graduate Students.....	44	19	63			
	Auditors.....	1	—	1			
	Summer Institute in Reading—Special Graduate Students.....	10	30	40			
	Summer Institute in Science						
	Special Graduate Students.....	26	7	33			
	Auditors.....	2	—	2			
	TOTAL IN SUMMER INSTITUTES.....				87	79	166
SUMMER SESSION FOR ENTERING STUDENTS, 1965							
Total in Summer Session for Entering Students					39	41	80
GRAND TOTALS.....					591	537	1128

GEOGRAPHICAL DISTRIBUTION OF GRADUATE STUDENTS IN EDUCATION 1891-1966

Alabama	6	Maine	5	Tennessee	4
Arizona	9	Maryland	21	Texas	8
Arkansas	8	Massachusetts	7	Utah	8
		Michigan	9		
California	31	Minnesota	24	Vermont	1
Colorado	8	Mississippi	15	Virginia	26
Connecticut	11	Missouri	32		
		Montana	4	Washington	3
Delaware	1			West Virginia	7
District of Columbia	26	Nebraska	7	Wisconsin	10
		New Hampshire	2	Wyoming	1
Florida	10	New Jersey	9		
		New Mexico	9	Argentina	1
Georgia	12	New York	36	Bolivia	1
		North Carolina	19	Canada	12
Hawaii	3	North Dakota	6	Ceylon	1
				China	2
Idaho	9	Ohio	12	Colombia	1
Illinois	50	Oklahoma	7	England	1
Indiana	11	Oregon	4	Ghana	3
Iowa	10			Hong Kong	2
		Pennsylvania	24	India	10
Kansas	9			Ireland	1
Kentucky	35	Rhode Island	1	Korea	4
				Paraguay	1
Louisiana	8	South Carolina	7	Philippines	2
		South Dakota	6	Thailand	3
				Turkey	1
				Western Nigeria	1

NOTE: Summer Session, Part-time, Short Course, and Evening Students included only when requirements for the Master of Science in Education are completed.

GEOGRAPHICAL DISTRIBUTION OF STUDENTS.....

STATE	Graduates	Seniors	Juniors	Sophomores	Freshmen	Undergraduate Specials	Preparatory	Total
Alabama.....	—	2	—	2	2	—	3	9
Arizona.....	—	2	3	1	—	—	1	7
Arkansas.....	—	1	—	2	3	—	—	6
California.....	3	10	13	10	26	—	29	91
Colorado.....	—	—	—	2	1	—	2	5
Connecticut.....	—	1	7	1	5	—	7	21
Delaware.....	—	1	—	—	—	—	—	1
District of Columbia.....	6	—	4	2	2	2	1	17
Florida.....	1	4	4	3	4	—	1	17
Georgia.....	—	1	2	—	1	1	9	14
Hawaii.....	—	1	2	—	1	—	—	4
Idaho.....	1	—	—	—	1	—	—	2
Illinois.....	—	6	8	10	19	1	15	59
Indiana.....	—	3	—	4	4	—	3	14
Iowa.....	1	1	—	—	2	—	4	8
Kansas.....	—	2	2	1	1	—	2	8
Kentucky.....	—	—	1	—	1	—	2	4

STATE	Graduates	Seniors	Juniors	Sophomores	Freshmen	Undergraduate Specials	Preparatory	Total
Louisiana.....	—	1	2	1	—	—	1	5
Maine.....	—	1	1	—	1	—	1	4
Maryland.....	4	2	6	3	11	7	—	33
Massachusetts.....	1	4	1	5	3	—	6	20
Michigan.....	—	3	3	5	11	—	1	23
Minnesota.....	—	1	3	3	5	—	11	23
Mississippi.....	—	—	—	—	—	—	1	1
Missouri.....	2	6	3	4	11	—	8	34
Montana.....	—	2	—	—	1	—	—	3
Nebraska.....	1	—	3	1	—	—	—	5
Nevada.....	—	—	—	—	1	—	—	1
New Hampshire.....	—	—	1	1	—	—	2	4
New Jersey.....	1	6	1	5	7	—	9	29
New Mexico.....	—	—	2	2	2	—	—	6
New York.....	3	12	10	10	19	—	14	68
North Carolina.....	—	4	1	3	4	—	2	14
North Dakota.....	—	—	1	1	5	—	2	9

..... REGULAR SESSION 1965-1966

STATE	Graduates	Seniors	Juniors	Sophomores	Freshmen	Undergraduate Specials	Preparatory	Total
Ohio.....	—	3	—	6	12	—	10	31
Oklahoma.....	—	—	—	1	1	—	—	2
Oregon.....	1	—	—	4	1	—	3	9
Pennsylvania.....	4	2	3	3	10	—	5	27
Puerto Rico.....	—	—	—	1	—	—	—	1
Rhode Island.....	—	—	—	2	1	—	—	4
South Carolina.....	1	—	1	4	2	—	—	8
South Dakota.....	1	1	—	—	2	—	—	4
Tennessee.....	—	1	—	—	4	—	1	6
Texas.....	—	1	2	5	7	—	8	23
Utah.....	1	—	—	—	—	—	2	3
Vermont.....	—	—	—	—	1	—	—	1
Virginia.....	5	3	—	3	9	—	4	24
Washington.....	—	2	2	5	2	—	11	22
West Virginia.....	—	—	1	2	2	—	2	7
Wisconsin.....	—	1	2	6	4	—	8	21
Wyoming.....	—	—	—	1	1	—	—	2

STATE	Graduates	Seniors	Juniors	Sophomores	Freshmen	Undergraduate Specials	Preparatory	Total
Australia.....	1	—	—	—	—	—	—	1
Canada.....	—	5	3	5	14	—	10	37
China—Hong Kong.....	—	—	1	—	—	—	1	2
Finland.....	—	1	—	—	—	—	—	1
Germany.....	—	—	—	—	1	—	—	1
Ghana.....	—	1	—	—	—	—	—	1
Great Britain.....	—	—	—	—	1	—	—	1
India.....	1	—	—	—	1	—	—	2
Israel.....	—	—	—	—	1	—	—	1
Japan.....	1	—	1	—	—	—	1	3
Netherlands.....	—	—	—	—	—	—	—	1
Nigeria.....	—	—	—	1	2	—	—	3
South Africa.....	—	1	—	—	1	—	1	3
Thailand.....	1	—	—	—	—	—	—	1
West Pakistan.....	—	1	—	—	—	—	—	1
TOTALS.....	41	100	99	131	235	11	206	823

FINANCIAL INFORMATION FOR FISCAL YEAR ENDING JUNE 30, 1966

As indicated in the Statement of Current Income, Galaudet College received a substantial portion of its current operating income during the year from regular Federal appropriations:

SOURCE	PERCENT OF:	
	Total E. & G. ¹	Grand Total
Student tuition and fees.....	13.69	11.01
Federal Appropriations (through DHEW)	70.40	56.74
Endowment Earnings	0.73	0.59
Gifts	0.66	0.53
Grants (primarily from Federal Agencies)	14.16	11.40
Other education and general.....	0.36	0.29
TOTAL Educational and General ¹	100.00	80.56
Auxiliary Enterprises (e.g., dormitories, etc.).....		19.44
GRAND TOTAL Current operating income.....		100.00

The total liabilities (which were primarily U.S. Treasury funds available or obligated for construction and for a portion of salaries earned during the academic year and paid after the end of the fiscal year) were 7.75 percent of the total assets.

In a college operation the net worth of an institution is represented by various types of funds: (1) Current unrestricted fund for general salaries and expenses; (2) Current restricted fund for designated current operating purposes (e.g., a grant for research proj-

As of June 30, 1966, assets of the institution totalled \$20,061,344.07; liabilities, \$1,553,831.58; and the net worth \$18,507,512.49.

A distribution of the assets by percent was as follows:

DESCRIPTION	PERCENT
Cash on hand and in banks.....	1.19
Construction funds with U.S. Treasury or GSA.....	5.41
Employee deposits for bonds, retirement, income, and FICA taxes	0.62
Receivables (primarily from students).....	0.73
Investments	1.93
Inventories and prepaid expenses.....	0.58
Physical plant, land, buildings, and equipment.....	89.54
TOTAL	100.00

ects); (3) endowment with funds remaining in perpetuity and invested with earnings used for operations; (4) student loan fund which serves as a revolving fund available to students; (5) physical plant fund representing the net book value (assets less liabilities) of land, buildings, improvements, and equipment; and (6) agency fund which is money deposited with but not belonging to the institution (e.g., student bank). The amount of each of these funds, as of June 30, 1966, is shown in the Balance Sheet.

STATEMENT OF CURRENT INCOME

FOR THE YEAR ENDED JUNE 30, 1966

I. EDUCATIONAL AND GENERAL

A. Student Fees

Tuition

Gallaudet College _____

Kendall School _____

Nursery School _____

Laboratory _____

Registration _____

Graduation _____

Student Health _____

TOTAL

\$ 264,491.05

143,197.85

15,422.83

5,115.00

3,849.00

1,370.00

12,774.95

TOTAL STUDENT FEES

\$ 446,220.68

B. Federal Appropriations

\$2,297,655.43

C. Endowment, gifts, and grants:

Endowment _____

Gifts _____

Grants _____

\$ 23,753.35

21,657.61

462,132.28

TOTAL ENDOWMENT, GIFTS AND GRANTS

\$ 507,543.24

D. Services of Audiology Department

\$ 3,937.00

E. Other Sources

\$ 7,988.11

TOTAL EDUCATIONAL AND GENERAL

\$3,263,344.46

II. AUXILIARY ENTERPRISES:

Residence Halls _____

Faculty and Staff Housing _____

Food Service _____

Bookstore _____

Athletics _____

\$ 257,417.38

16,677.28

370,077.27

134,610.69

9,164.25

TOTAL AUXILIARY ENTERPRISES

\$ 787,946.87

TOTAL CURRENT INCOME

\$4,051,291.33

COMBINED BALANCE SHEET.....

	ASSETS	
CASH		
On deposit with U.S. Treasury	\$ 861,126.44	
Cash in Banks	229,536.25	
Funds advanced to GSA	224,457.06	
Petty Cash	9,450.00	\$ 1,324,569.75
EMPLOYEE DEPOSITS FOR BONDS, RETIREMENT, INCOME, AND FICA TAXES		124,798.15
LOANS RECEIVABLE		
College Funds	\$ 3,988.73	
National Defense Funds	76,807.69	80,796.42
ACCOUNTS RECEIVABLE		
Student	\$ 57,548.59	
Other	6,716.04	
Due from Broker	1,159.49	65,424.12
INVESTMENTS AT COST (MARKET VALUE \$421,680.26)		388,098.27
INVENTORIES		
Expendable supplies	\$ 30,239.96	
Bookstore	34,894.53	65,134.49
PREPAID EXPENSES		51,693.13
INVESTMENT IN PLANT		
Land	\$ 1,200,000.00	
Buildings	10,134,439.44	
Equipment	1,264,638.82	
Construction in progress	4,447,617.99	
Outside improvements	914,133.49	17,960,829.74

\$20,061,344.07

..... **AS OF JUNE 30, 1966**

		LIABILITIES AND FUND BALANCES	
ACCOUNTS PAYABLE			
Appropriated Funds		\$ 425,945.44	
College Funds		50,760.38	
NDEA		70,560.60	\$ 547,266.42
DUE TO U.S. TREASURY			1,252.35
EMPLOYEES DEPOSITS FOR BONDS, RETIREMENT, INCOME, AND FICA TAXES			125,885.94
UNEARNED INCOME			4,451.00
UNEXPENDED BALANCE OF APPROPRIATED FUNDS			874,975.87
SUB-TOTAL			\$ 1,553,831.58
FUND BALANCES:			
Current Unrestricted		\$ 195,498.76	
Current Restricted		126,515.78	
Endowment	\$404,637.04		
Undistributed loss on Securities	(2,401.60)	402,235.44	
Student Loans		13,215.08	
Plant Funds		17,745,491.93	
Agency Funds		24,555.50	\$18,507,512.49

\$20,061,344.07